



ISI Independent
Schools
Inspectorate

Progress Monitoring Inspection Report

Charterhouse

October 2022

School's details

School	Charterhouse			
DfE number	936/6041			
Registered charity number	312054			
Address	Charterhouse Godalming Surrey GU7 2DX			
Telephone number	01483 291600			
Email address	reception@charterhouse.org.uk			
Head	Dr Alex Peterken			
Chair of governors	Mrs Vicky Tuck			
Age range	13 to 18			
Number of pupils on roll	940			
	Day pupils	71	Boarders	869
	Seniors	541	Sixth Form	399
Date of inspection	3 October 2022			

1. Introduction

Characteristics of the school

- 1.1 Charterhouse is an independent day and boarding school situated in Godalming. It became fully co-educational in September 2022. The school is a charitable company limited by guarantee, of which the governing body are trustees. Boarders are accommodated in fifteen single-sex boarding houses, situated on the main school site. The school has 171 pupils who require support for special educational needs and/or disabilities (SEND), none of whom has an education, health and care plan. Twenty-six pupils speak English as an additional language. The previous inspection was an additional inspection which took place in December 2021.

Purpose of the inspection

- 1.2 This was an unannounced progress monitoring inspection at the request of the Department for Education (DfE) to check that the school has fully implemented the action plan submitted following the additional inspection on 1 to 2 December 2021. The inspection focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs) and the National Minimum Standards for Boarding 2022.

Regulations which were the focus of the inspection	Team judgements
Part 1, paragraphs 2 (curriculum), 2A (relationships and sex education) and 3 (teaching)	Met
Part 2, paragraph 5 (spiritual, moral, social and cultural development of pupils); NMS 17	Met
Part 3, paragraphs 7 (safeguarding) and 8 (safeguarding of boarders); NMS 8	Met
Part 6, paragraph 32(1)(c) (provision of information)	Met
Part 8, paragraph 34 (quality of leadership and management); NMS 2	Met

2. Inspection findings

Quality of education provided – curriculum, relationships and sex education and teaching [ISSR Part 1, paragraphs 2, 2A and 3]

- 2.1 The school meets the standards.
- 2.2 The school provides a suitably broad and balanced curriculum that takes into account the aptitudes, needs and ages of the pupils. It includes appropriate careers guidance and enables pupils to acquire speaking, listening, literacy and numeracy skills. The curriculum is implemented by effective teaching which promotes pupils' self-motivation, takes into account their needs, aptitudes and previous attainment and enables them to make good progress. Teaching features good subject knowledge, effective use of resources and successful behaviour management strategies. Neither teaching nor the curriculum undermine fundamental British values or discriminate against pupils contrary to Part 6 of the Equality Act 2010.
- 2.3 Since the previous inspection, the school has improved its provision of personal, social, health and economic education (PSHE). This includes relationships and sex education (RSE). Both elements are now suitable in terms of provision and teaching, which are monitored effectively. The grouping of pupils for these areas of study has changed so that pupils experience PSHE and RSE with pupils beyond their own tutor groups and in mixed-gender classes. Pupils and staff report that this has changed the atmosphere of PSHE and RSE lessons. They consider them to be more disciplined and respectful in tone. Leaders have consulted pupils about the content of PSHE and RSE and ensured that this meets pupils' needs and helps them develop understanding of issues such as consent. Lessons in PSHE and RSE are now taken by staff particularly trained to teach these subjects. Pupils report that this has made the teaching feel more confident. They consider the lessons to be more consistent with other teaching, including with regard to expectations of levels of respect in the sessions. Pupils also reported that those who are LGBTQ+ and others with protected characteristics are treated with the same respect as anyone else. The measures that the school has taken promote the consistent respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act, in particular by discouraging homophobic comments.

Spiritual, moral, social and cultural development of pupils [ISSR Part 2, paragraph 5; NMS 17]

- 2.4 The school meets the standard.
- 2.5 The school actively promotes fundamental British values. These include those of respect for others with different faiths, beliefs and lifestyles; individual liberty; and the rule of law. It does so through consistent and co-ordinated messages to pupils about the importance of these values. These are presented in assemblies and chapel meetings; through the pastoral work of the school; and through tutor groups and the PSHE and RSE programmes. The school encourages pupils to act towards each other as what it terms 'allies' and this is successful in improving relationships. For example, the school develops pupils' understanding that they could be part of the 'Pride' LGBTQ+ group regardless of their own sexual orientation and identity. In this way pupils are encouraged successfully to show their support for the group's causes. Pupils are actively involved in creating inclusion charters for their own behaviour towards one another. These include charters against sexism, bullying and racism. The curriculum promotes pupils spiritual, moral, social and cultural development effectively. For example, the revised PSHE and RSE programmes include lessons entitled 'banter vs bullying', 'inclusivity', and 'protected characteristics and the law'. Pupils reported that they have discussed the importance of using language carefully so as to not cause offence, including avoiding the use of some specific terms.

They commented that they talk about three areas of discrimination: sexuality, religion and race. They confirmed that ‘everyone knows it’s a serious topic and takes care with their words’. The school’s effective provision ensures that principles are actively and effectively promoted which encourage in all pupils respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraphs 7 and 8; NMS 8]

Safeguarding policy

- 2.6 The school meets the requirements.
- 2.7 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

Safeguarding implementation

- 2.8 The school meets the standards.
- 2.9 The school acts in the best interests of the pupils and encourages them to share any concerns that they might have. Pupils report that they can speak to staff or raise concerns anonymously should the need arise. Safeguarding records show that the school responds appropriately when concerns are raised, including any relating to child-on-child abuse, sexual harassment or sexual violence, and provides suitable support for all pupils involved. Records also demonstrate that the school consults with external agencies, including the LADO and the police, when appropriate. Staff, including the designated safeguarding lead (DSL) and his deputies, are suitably trained. They understand different types of abuse and the possible vulnerabilities of pupils with SEND and others with protected characteristics to child-on-child abuse. Safeguarding records show that staff implement the safeguarding and staff behaviour policies effectively. The school implements appropriate procedures with regard to any allegations against staff that might arise. Those with safeguarding responsibilities are sufficient to cover all areas of the school, including in the sixth form and boarding. The school filters and monitors internet use effectively and teaches pupils how to keep themselves safe, including when online and on social media. Governors are suitably trained in safeguarding. They provide effective oversight of the school’s safeguarding policy and practice, including through an annual review that is informed by a comprehensive safeguarding audit. The school implements suitable safer recruitment procedures.

Provision of information [ISSR Part 6, paragraph 32(1)]

- 2.10 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school’s website.

Quality of leadership and management [ISSR Part 8, paragraph 34; NMS 2]

- 2.11 The school meets the standards.
- 2.12 Leaders and governors have acted swiftly and effectively to ensure the implementation of the action plan required as a result of the previous inspection. They use their skills and knowledge and fulfil their responsibilities effectively to promote the wellbeing of the pupils and they ensure that the other standards are met consistently.

3. Regulatory action points

- 3.1 For the regulations which were the focus of this inspection, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014 and the National Minimum Standards for Boarding Schools 2022, and no further action is required as a result of this inspection.

4. Summary of evidence

4.1 The inspectors met with the head, senior leaders and other members of staff and held a discussion with the chair of governors. They observed lessons, talked with groups of pupils and scrutinised a range of documentation, records and policies.

Inspectors

Mr Steven Popper

Reporting inspector

Mr Stephen Holliday

Assistant reporting inspector